

ANALYZING COHESION IN STUDENTS' RECOUNTS TEXT: A DISCOURSE-BASED INVESTIGATION

¹Dody Wahyudi Purnama

Author Affiliations

¹*Universitas Negeri Semarang, Semarang, Central Java, Indonesia*

Abstract This study aimed to investigate the use of grammatical cohesive devices in the recount writing of 10th-grade students at SMAN 1 Pulasakanagara Subang Subang. Employing a qualitative descriptive method, the analysis focused on six recount texts to identify the frequency of references, conjunctions, ellipses, and substitution. The results revealed that conjunctions were the most frequently used cohesive technique, with counts of 20, 13, 16, 17, 19, and 20. Ellipses appeared less frequently, with counts of 8, 9, 10, 8, and 9, while substitution was absent in all texts. References were the dominant device, showing counts of 30, 23, 18, 20, 25, and 23, with the highest percentage of 52% in text 1. These findings indicate that students effectively utilized references and conjunctions, enhancing the coherence of their writing. The limited use of ellipses and the absence of substitution suggest a preference for clarity in academic contexts. The study recommends that students focus on the logical and consistent application of cohesive devices to further improve the quality of their writing.

Keyword : Cohesion; Discourse; Recount text

INTRODUCTION

Writing proficiency is a fundamental component of our educational system, as emphasized by the 10th-grade English Learning Syllabus of Kemendikbud (2022). Students are taught to identify the purpose, structure, and linguistic features of recount texts, both oral and written, which are used to describe life experiences for informational purposes. The tenth-grade English curriculum includes the study of descriptive, recount, report, narrative, and procedure texts. Research on student writing often utilizes recount texts as samples. High school English aims to equip students with the ability to compose texts, understand their purpose and structure, and master their linguistic elements. This includes learning to write accurately and appropriately by considering social functions, text structure, and linguistic features, and by using cohesive devices to connect ideas and ensure clarity.

Proficiency in writing is a fundamental requirement for success in academic pursuits and professional careers, serving as a critical tool for demonstrating knowledge, advancing arguments, and achieving desired outcomes. Proficiency in writing, particularly in motivation letters, is essential for effectively expressing aspirations and qualifications to enhance academic and career opportunities. (López-Ferrero & Bach, 2016)

Effective writing demands a diverse skillset: the ability to carefully evaluate and organize personal experiences or factual data, and to judiciously choose linguistic elements, even those originating from external sources (Emilia, 2019). Writing is difficult for foreign language students due to the need for strong grammar and vocabulary skills. It's also a key skill in business, creative fields, and academia (Salaxiddinovna, 2022).

Through well-crafted prose, effective writing makes information accessible and promotes the wide dissemination of knowledge, enabling individuals to learn, collaborate, and build upon existing ideas. Effective writing enhances the impact of good science by making it more accessible and engaging. Clear, concise prose facilitates understanding, encourages citation, and promotes knowledge dissemination,

ultimately allowing individuals to learn, collaborate, and build upon existing ideas more effectively (Plaxco, 2010)

Recount texts, which involve narrating past events, are particularly valuable in developing foundational writing skills, as they require students to organize information chronologically, use appropriate verb tenses, and create a coherent narrative. (Rozimela, 2017).

Cohesion refers to the way a text is linked together, but it doesn't necessarily indicate the importance of each individual element within the text (Halliday & Hasan, 1976). To achieve unity in their writing, students need to understand and apply cohesive devices. Cohesion improves the logical flow of a text, making it easier for readers to understand the connections between ideas. (Ahdal & Alqasham, 2021). Additionally, Markayev (2019) also defines cohesive devices as terms or phrases used by readers as communication markers. According to Tiffany (2020), Cohesion plays a vital role in connecting and unifying textual elements to create meaningful language, which is essential for accurate perception and comprehension. When composing a text, students must focus on crafting sentences and maintaining cohesion between sentences, clauses, and paragraphs. A clear and logical flow between these elements is crucial for ensuring that the writing is coherent and easily understood. Conversely, a lack of connection between sentences and paragraphs makes the writing difficult to follow. Therefore, mastering cohesive devices is a fundamental aspect of effective English writing. Halliday and Hasan (1976) Cohesive devices can be broadly classified into two categories: grammatical and lexical. Grammatical cohesion encompasses elements such as reference, substitution, ellipsis, and conjunction, while lexical cohesion includes repetition and collocation. However, the present study will specifically focus on cohesive devices in general, without delving into these subcategories.

The use of cohesive devices in descriptive writing is very important for perfection, especially in recount text. Along with it, Lestari and Sutopo (2020) The research indicated that cohesive devices significantly contribute to a text's logical flow and ease of understanding. The study from Nazilah (2018) Similarly, other researchers have noted that students are aware of the need for coherence in their writing and actively employ cohesive devices to achieve this. For instance, Tiffany (2020) found that student writing, even without explicit instruction in cohesive devices, generally exhibits sufficient cohesion to be considered coherent and understandable by readers. It's important to note that Tiffany's research analyzed cohesion in student writing, but not through the application of cohesive devices, instead focusing on cohesion within a novel, Khoirunnisa et al. (2018) also found that the role of cohesive devices greatly affects the value of a text.

While extensive research exists on cohesive devices across various participants and topics, this study addresses a specific gap by analyzing the use of these devices in recount writing by tenth-grade students at SMAN 1 Pulasakanagara Subang in the 2024/2025 academic year. The unique focus on this particular student population and writing context distinguishes this research. The study aims to answer the following questions: a. What types of cohesive devices do tenth-grade students at SMAN 1 Pulasakanagara Subang employ in their recount writing in the 2024/2025 academic year? b. What are the most frequently used types of cohesive devices by tenth-grade students at SMAN 1 Pulasakanagara Subang in the 2024/2025 academic year?"

Cohesive Devices

There are two main parts to discourse: coherence and cohesion, which are very important. Cohesion depends on how the meanings of the text's parts fit together. When one part of a text depends on another, this is called cohesion (Renkema, 1993). The cohesion study shows that the meaning in the text is the same as what the speaker and the person being spoken to understand it to mean (Deborah & Hamilton, 2001). Halliday and Hasan (1976) classify four types of cohesion. The four types are: (1) reference, reference is a type of grammatical cohesion or a linguistic unit that refers to another linguistic unit that precedes or follows it. According to Sumarlam (2003), demonstrative reference (pointing pronoun) is divided into two categories: time (temporal) and place (locational) pronouns; (2) substitution is the process or result of replacing language elements in larger units with other elements in order to obtain distinguishing elements or to explain a particular structure (Kridalaksana, 1984). There are three different kinds of substitution: nominal substitution, verbal substitution, and clausal substitution; (3) Ellipsis is synonymous with "zero-substitution." Ellipsis omits a word or portion of a sentence. It occurs when a

sentence or clause loses crucial structural elements that can only be recovered from the previous text (Masithoh & Fadlilah, 2017).; (4) Conjunction, combinations using conjunctions include words, phrases, clauses, sentences, and paragraphs (Kridalaksana, 1984). There are four types of conjunctions they are additive (additive, adversative, causal, and temporal), adversative (yet, though, only, however, nevertheless, despite.), causal (so, thus, therefore, because), and temporal (then, soon, at the same time). According to Cutting (2002), cohesion devices distinguish between two major groups: grammatical cohesion and lexical cohesion. A cohesive lexical device uses words to create cohesion in a text. Instead of grammatical and semantic connections, it focuses on word relationships. According to Masithoh and Fadlilah (2017), it occurs when two words in a text have similar meanings. Repetition and collocation are lexical cohesion.

Recount Text

Recount texts, which involve narrating past events, are particularly valuable in developing foundational writing skills, as they require students to organize information chronologically, use appropriate verb tenses, and create a coherent narrative. (Rozimela, 2017)

A recount text narrates past events, often originating from a real-life action or activity. Its purpose is to inform or entertain the reader by recounting a specific event. These texts typically follow a three-part structure. First, the 'orientation' introduces the characters, setting, and time of the event. Second, the 'events' section details the sequence of occurrences. Finally, the 'reorientation' provides a summary of the story, including the author's feelings about the outcome (happy or sad) and any personal reflections or messages for the audience (Husna & Multazim, 2019).

Recounts are categorized into four main types. 'Personal recounts' describe the author's own experiences and are the most frequently encountered type. 'Factual recounts' narrate documented events. 'Imaginative recounts' tell stories based on imagined events, such as a dream-inspired fantasy. Lastly, 'historical recounts' focus on past events of historical significance (Husna & Multazim, 2019)."

METHODS (WITHOUT SUBHEADINGS IS PREFERRABLE)

Research Design

This study employed a descriptive design using a qualitative approach. A descriptive design was chosen because the research involved no intervention or treatment of the students. Consistent with this approach, the qualitative method, as described by Sugiyono (2016), was used to examine the natural state of the students' writing. Specifically, the use of cohesion and coherence in their work was described as it naturally occurred, without any experimental manipulation. The qualitative method facilitated an inductive examination of the research questions. As Sugiyono (2016) notes, qualitative methods rely on inductive data analysis grounded in factual observations.

The researchers utilized this method to describe how students employ cohesive devices to create flow in their writing and to explain how 10th-grade students utilize cohesion in recount texts. The study's results consist of descriptive data and written words.

In this study, the participants or subjects were 10th-grade senior high school students from SMAN 1 Pulasanagara Subang. Participants were selected using purposive sampling, i.e., students with a score of 80 or higher on the assignment given by the English teacher when learning recount text were selected based on their own characteristics.

The Technique of Collecting Data

The data was five hand-writings recount texts from 10th-grade students at SMAN 1 Pulasakanagara Subang. The researchers obtained written student texts from the English Language teacher at State Senior High School SMAN 1 Pulasakanagara Subang tenth grade. Searching for data in this study relied on documentation. Using documentation to analyze textual content can aid in finding solutions to issues. According to Suharsimi (2010), documentation is a set of materials, both written and spoken, for which both parties share responsibility. Data in paper form. Students' writing abilities are evaluated with the use of these documents. In order to make copies of the students' recount text assignments, the researchers had to set up an appointment with the teacher.

THE TECHNIQUE OF DATA ANALYSIS

Halliday and Hasan's (1976) theory was used to examine the data. The following stages analyze data: First, Clause division and numbering Recount sentences were divided into clauses and numbered to locate cohesion components. Second, identifying clause cohesion. The writer underlined grammatical cohesiveness after considering clauses. Third, organizing cohesive grammatical devices by type. This stage displayed data in tables. Cohesive devices were identified. Last, counting cohesion in percentages took place This section explains what cohesive devices students utilize most in recount texts. The researchers also rated grammatical cohesiveness. The formulation is as follows:

$$(1) \quad X = \frac{n}{\sum n} \times 100\%$$

X : The degree of grammatical cohesion seen in recount texts written by students.

n : The frequency of each type of grammatical cohesion in recount text written by students.

$\sum n$: The overall number of instances of grammatical cohesion in the students' recount texts.

The instrument of the Study

The primary instrument for data collection was documentation, specifically students' recount texts. The researchers used written texts provided by the students' teacher, which served as the data source for analysis.

Procedure :

Data Collection :

The researcher collected six recount text from 10th-grade students at SMAN 1 Pulasakanagara Subang through documentation.

Data Analysis

The text were divided into clauses and numbered. The researcher identified and underlined grammatical cohesion devices within these clauses. Cohesive devices such as references, conjunctions, ellipses, and substitutions were organized into tables categorized by type.

Quantitative Analysis

The frequency of each cohesive device was counted. The percentage of grammatical cohesion used was calculated with the formula : $X = \frac{n}{\sum n} \times 100\%$ where n is the count of each device, and $\sum n$ is the total number of cohesion instances.

Grading cohesion

The cohesion scores were then ralted based on Halliday and Hasan's (1976) scale (poor, fair, good, excellent)

FINDINGS AND DISCUSSION

RESULT

In this section, six students write about what they found out. From the writer's analysis of all the recount texts, it is clear that they use many grammatical cohesion techniques, such as reference, substitution, ellipsis, and conjunction. After the data have been analysed, they are shown in the table below.

TABLE 1. GRAMMATICAL COHESION FOUND

GRAMMAR COHESION	TEXT 1	TEXT 2	TEXT 3	TEXT 4	TEXT 5	TEXT 6
CONJUNCTION	20	13	16	17	19	20
ELLIPSIS	8	9	10	8	8	9
SUBSTITUTION	0	0	0	0	0	0
REFERENCES	30	23	18	20	25	23

Based on the table 1, it was found that the grammatical cohesion technique consist of conjunction with 20, 13, 16, 17, 19, 20 sequently in text 1, text2, text 3, text 4, text 5, text 6. The ellipsis found are 8, 9, 10, 8, 9 sequently in text 1, text2, text 3, text 4, text 5, text 6. Cohesion Techniques of grammar in substitution are 0,0,0, 0, 0 sequently in text 1, text2, text 3, text 4, text 5, text 6. The references are 30, 23, 18, 20, 25, 23 sequently in text 1, text2, text 3, text 4, text 5, text 6. The references are 30 23, 18, 20, 25, 23 sequently in text 1, text2, text 3, text 4, text 5, text 6. It is concluded that conjunction is the most frequently cohesion technique found in the text. The examples of the cohesin are :

FIGURE 1. GRAMMATICAL COHESION FOUND IN TEXT 1

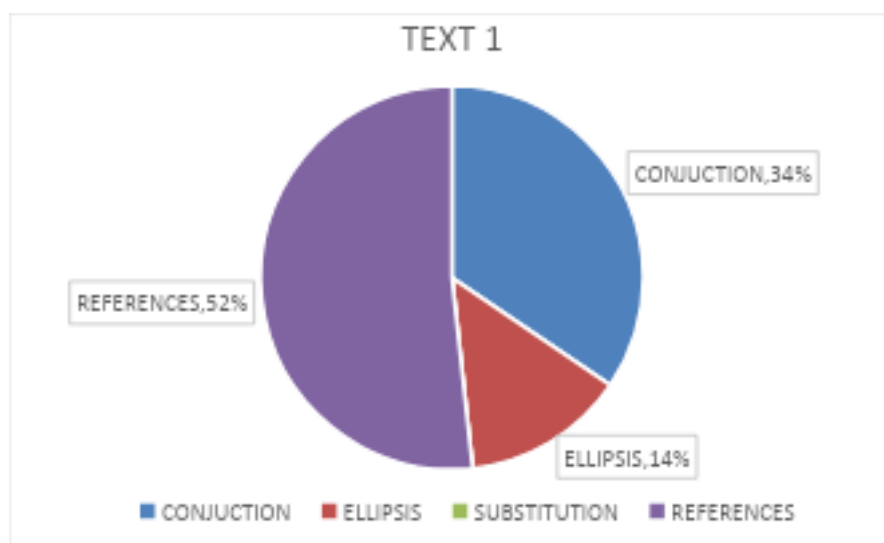


FIGURE 2. GRAMMATICAL COHESION FOUND IN TEXT 2

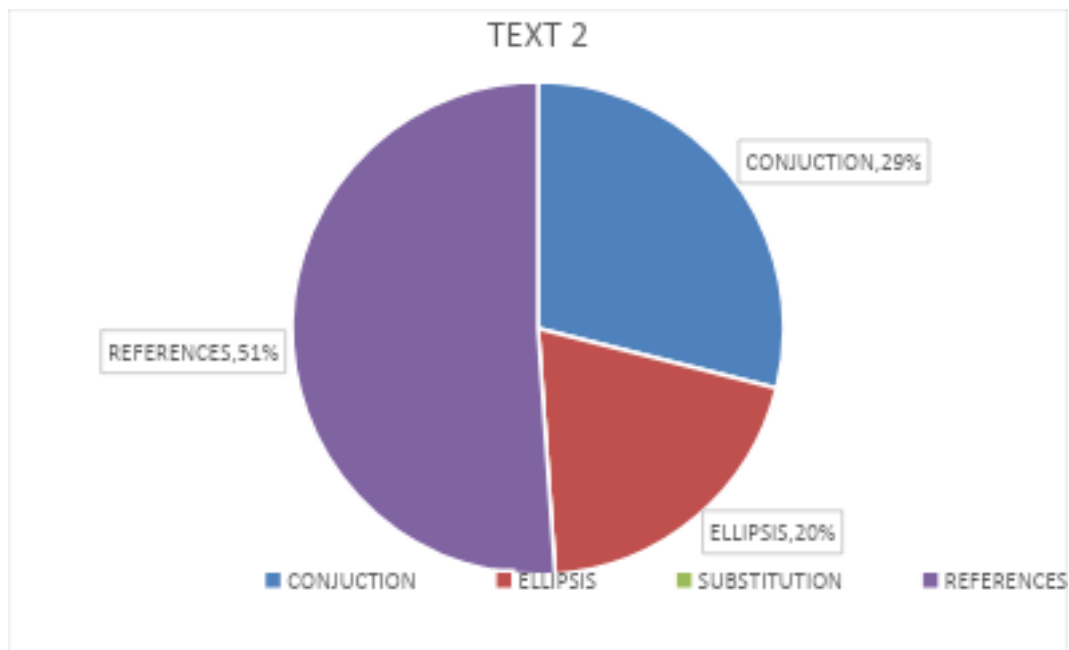


FIGURE 3. GRAMMATICAL COHESION FOUND IN TEXT 3

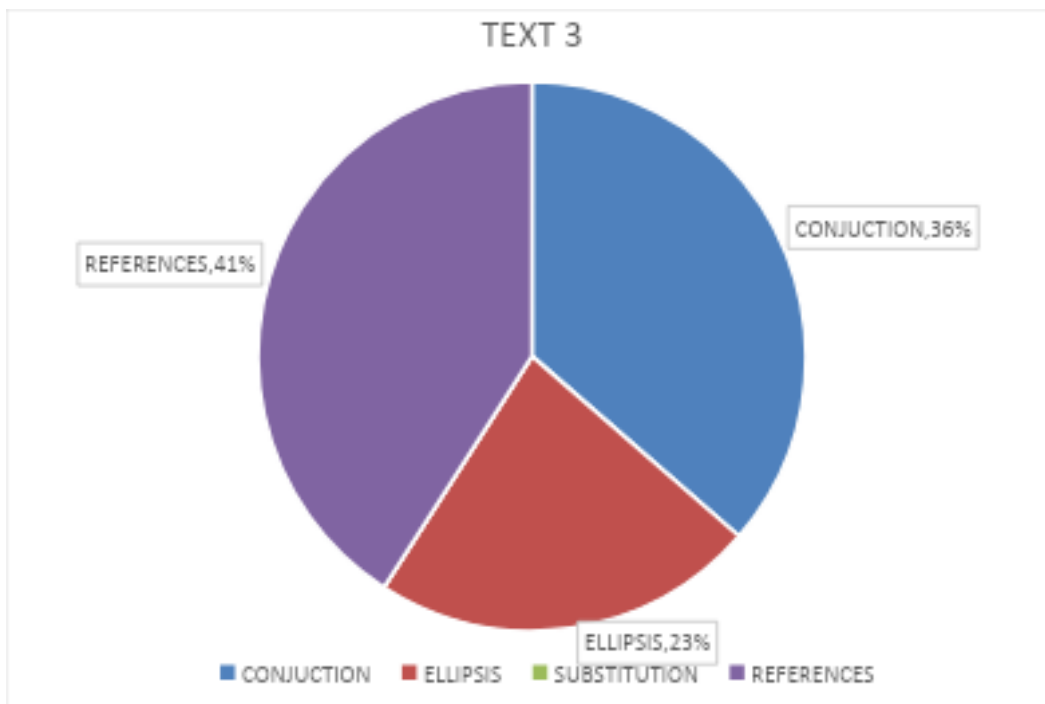


Figure 4. Grammatical Cohesion Found in Text 4

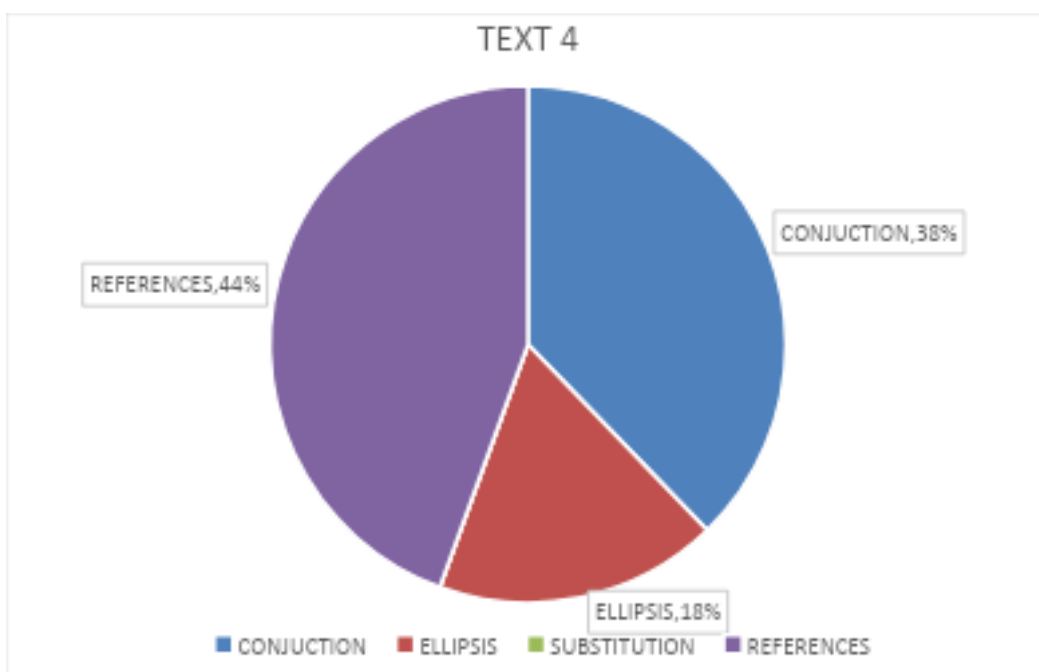


Figure 5. Grammatical Cohesion Found in Text 5

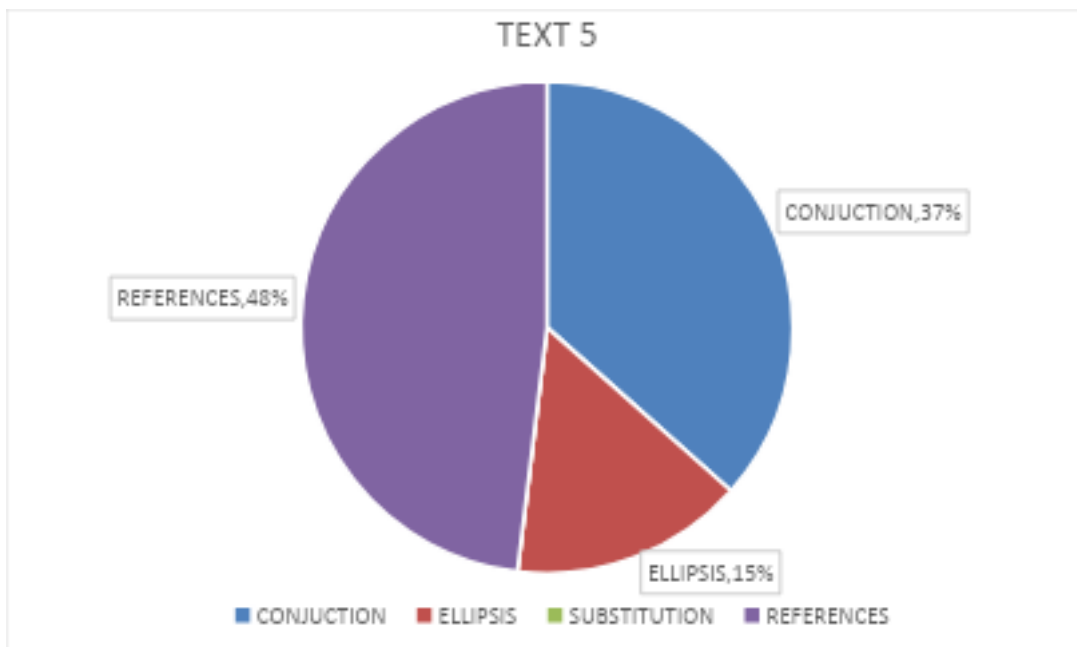
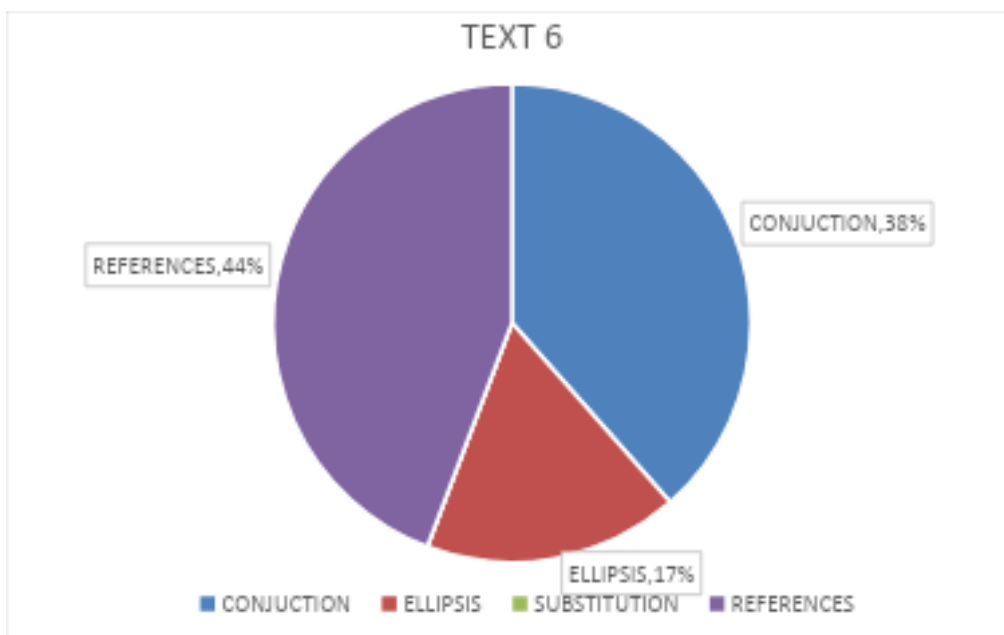


Figure 6. Grammatical Cohesion Found in Text 6



The figure 1, 2,3,4,5,6 show that the grammatical cohesion technique sequently for reference is 52% in text 1 as the most found phrases from text1-6, substitution is 0% no one in the text of the students, the ellipsis is 23% in text 3, conjunction is 39% in text 6. The reference is the most frequently found in the text 1 and substitution is not found in the text 1. The reference examples are found in the grammar cohesion, followed by conjunction, ellipsis and substitution.

In this research, the researchers also mean to discover whether or not the recount text written by students was cohesive. In that case, the researchers used the scale introduced by Halliday and Hasan (1976) as follows:

Tabel 2. Grammatical Cohesion Scores

Categories	Percentage of the
	Number of Cohesive Devices
Poor	0 – 25
Fair	26 – 50
Good	51 – 75
Excellent	76 - 100

The grammatical cohesion scores, as presented in the table above, yielded a mean (m). The overall cohesiveness of the students' recount writing was categorized as "Fair," representing of the sample.

DISCUSSION

An analysis of six recount texts revealed the consistent use of three types of grammatical cohesion: reference, ellipsis, and conjunction.

Reference: “John is a great musician. He plays the guitar beautifully.” “He” refers back to “John.”

Substitution: “I love apples. I prefer them over oranges.” “Them” substitutes for “apples.”

Ellipsis: “I will go to the party if you go.” “I will go to the party if you will. The second “will” is omitted in the second clause.

Conjunction: “I wanted to go for a walk, but it started raining.” “But” connects two clauses grammatically.

The purpose of the techniques is to help create a smooth flow of ideas in writing, making it easier for readers to follow.

Grammatical cohesion is a crucial aspect of effective writing, as it helps to create a smooth flow of ideas and enhances the readability of texts. The techniques of reference, substitution, ellipsis, and conjunction are key components of grammatical cohesion. Here's a breakdown of each technique along with theoretical support:

1. Reference

Reference involves using pronouns or other expressions to refer back to previously mentioned entities. **Theory:** Halliday and Hasan (1976) describe reference as a way to link different parts of a text, allowing readers to understand who or what is being discussed without unnecessary repetition.

2. Substitution

Substitution occurs when a word or phrase is replaced with another to avoid repetition. **Theory:** According to Halliday and Hasan, substitution serves to maintain cohesion by replacing elements that have already been introduced, thus streamlining the text and enhancing clarity.

3. Ellipsis

Ellipsis involves omitting parts of a sentence that are understood from the context, which helps to avoid redundancy. **Theory:** Halliday and Hasan note that ellipsis is a powerful cohesive device that allows for brevity and efficiency in communication, as it relies on the reader's ability to infer missing information.

4. Conjunction

Conjunctions are used to connect clauses or sentences, indicating relationships between ideas. **Theory:** Halliday and Hasan emphasize that conjunctions help to create logical connections between ideas, guiding the reader through the text and enhancing coherence.

Findings and Comparison to Existing Research:

Comparison of Studies on Grammatical Cohesion in Recount Texts with the existing research: A discourse analysis of cohesion devices on students' writing of recount text, are :

Both studies focus on the use of grammatical cohesion techniques in students' recount text writing, highlighting the importance of these devices for enhancing coherence and readability. The first study analyzed six recount texts to explore the frequency of various grammatical cohesion techniques, including conjunctions, ellipsis, substitution, and references. In contrast, the second study aimed to identify the types of cohesive devices used by Tenth-grade students at MAN Huta Godang and to determine the most prevalent form among them. Findings revealed that conjunctions were the most frequently used technique in the first study, followed by references and ellipsis, with substitution absent. Similarly, the second study found that reference was the most frequently used cohesive device, aligning with the first study's results, though it provided a percentage of 30.2% for overall grammatical cohesion, categorizing students in the "fair" range.

The first study offered detailed counts of each cohesive technique used across multiple texts, while the second employed a qualitative descriptive method, emphasizing that the effective use of cohesive devices is crucial for achieving true cohesiveness in writing, rather than merely including a high number of cohesive elements. Both studies recommend that students focus not only on using cohesive devices but also on their logical and consistent application throughout their texts, underscoring the understanding that quantity alone does not ensure cohesiveness. Overall, these studies underscore the significance of grammatical cohesion in writing, revealing that references are the most utilized cohesive devices, while the limited use of ellipsis and the absence of substitution suggest areas for improvement. The emphasis on the logical application of cohesive devices is crucial for enhancing the overall quality of students' writing.

CONCLUSION

The study of 10th-grade students' recount writing at SMAN 1 Pusakanagara Subang revealed the use of references, conjunctions, and ellipses as grammatical cohesive devices, while substitution was absent. The

analysis of six recount texts revealed that grammatical cohesion techniques were employed with varying frequency. Conjunctions were the most frequently used technique, appearing with counts of 20, 13, 16, 17, 19, and 20 across the texts. Ellipsis was noted with counts of 8, 9, 10, 8, and 9, while substitution was not present in any texts. References were found with counts of 30, 23, 18, 20, 25, and 23, with text 1 showing the highest percentage of 52%.

Overall, reference was the dominant cohesive device, followed by conjunction and ellipsis, while substitution was absent. These findings align with previous research indicating that students effectively utilized references and conjunctions to enhance coherence in their writing. The limited use of ellipsis and the absence of substitution suggest a preference for clarity in academic contexts. This analysis underscores the importance of grammatical cohesion in creating cohesive and readable texts.

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